

Course  
Transition



**Bridging the Gap**  
*from School to College*

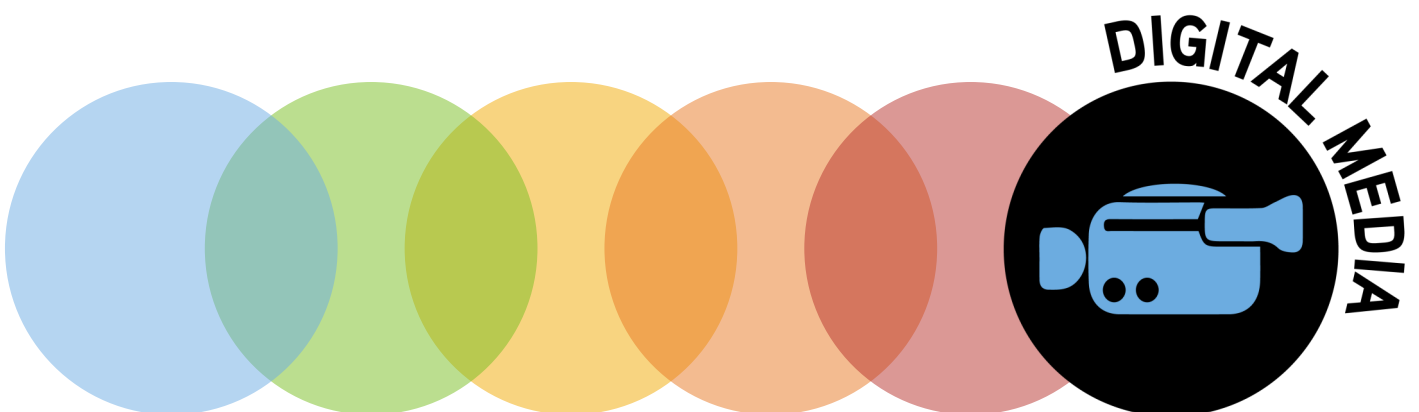


**Warlingham**  
Sixth Form College











**Year 11 > Year 12 Transition**

**Summer Term**

**CTEC Digital Media**



# TABLE OF CONTENTS

|   |                        | Page No |
|---|------------------------|---------|
|    | Course Overview        | 1       |
|    | Our Expectations       | 2       |
|    | Using Cornell Notes    | 3       |
|   | Review / Revise        | 4       |
|  | Watch                  | 5       |
|  | Listen to              | 6       |
|  | Read                   | 7       |
|  | Research               | 8       |
|  | Complete               | 9       |
|  | Appendices / Resources | 10      |



# COURSE OVERVIEW

The aims of the Digital Media course are:

- To develop social and professional skills in digital media
- To provide an opportunity for learners to display their flair and creativity in constructing media texts
- To understand how business and different media organisations find and target different audiences



The course is split into five modules, two are assessed by examination whilst three are non-examination assessment (NEA) or coursework-based.

## Unit 1 - Media Products and Audiences

This unit is worth 25% and is assessed by an exam. It is the core unit of the course, exploring key concepts such as representation, ownership, audience, advertising and media effects. In studying this unit we will be looking at TV, film, video games, the internet and social media and newspapers.

## Unit 2 - Pre-production and Planning

This unit is worth 25% and is assessed by an exam. In studying this module you will understand the pre-production process the creative media industry follows when creating a product. You will understand how to create pre-production documents in relation to client requirements and how to plan projects to meet these needs.

## Unit 3 - Create a Media Product

This unit is worth 16.66% and is assessed by NEA. For this module you will have the chance to design, plan and construct a media product of your choice, from film to print and audio based.

## Unit 20 - Advertising Media

This unit is worth 16.66% and is assessed by NEA. For this module you will study how adverts are created and how they find their audience. You will then plan and construct a series of adverts for a new digital media product, using Photoshop to manipulate images and layouts.

## Unit 22 - Scripting For Media Products

This unit is assessed by NEA and worth 8.33% of the overall course. You will study how scripts are produced and used in various media industries and create your own script for a media product.

## Unit 24 - Cross Media Industry Awareness

This module is assessed by NEA and is worth 8.33% of the overall course. You will study and create a portfolio that demonstrates your awareness of different media industries and how they interact with each other.





# OUR EXPECTATIONS

## College Expectations for Academic Success

The College will work closely with all students and parents to create a purposeful, creative and stimulating environment in which students are encouraged to fully develop - both academically and personally.

We will expect you to take responsibility for your own behaviour and learning. The current College Committee along with the student body have discussed and agreed that students should commit to:

- Ensuring academic success through regular attendance and punctuality at all required registrations, lessons, supervised study lessons and Inspire Periods. Attendance which drops below 95% reduces Key Stage 5 performance by at least one grade, so it is taken very seriously.
- Completing all set tasks on time to the best of your ability, making full use of study periods and homework to enable you to meet all deadlines.
- Using study time effectively by bringing all required equipment and resources with you and making full and regular use of the College study rooms and LRC, respecting the need for silent studying conditions.
- Working closely with all your teachers to develop an effective working relationship based on mutual respect and discussing your work with them on a regular basis and meeting targets set.
- Developing your skills as an independent, self-evaluative learner and work closely with your tutor in monitoring and discussing your academic progress. As an independent learner, if you miss a lesson, it is your own responsibility to find the teacher and catch up with the work missed.
- Organising your work efficiently and effectively into folders for each subject, making full use of individual subject expectations and using Cornell Notes daily to ensure work in your folders is relevant and meaningful.
- Keeping mobile phones out-of-sight in all classrooms and during assemblies so that lessons are not disturbed and/or important information is missed.
- Attending all parents' evenings and arrange appointments with your teachers to discuss your progress and work.

## Course-specific Expectations for Academic Success

- Ensure you keep up with all deadlines, particularly during coursework modules.
- Be prepared to work in groups and alone when required.
- Have a determination and drive as well as creativity and flair.



# USING CORNELL NOTES

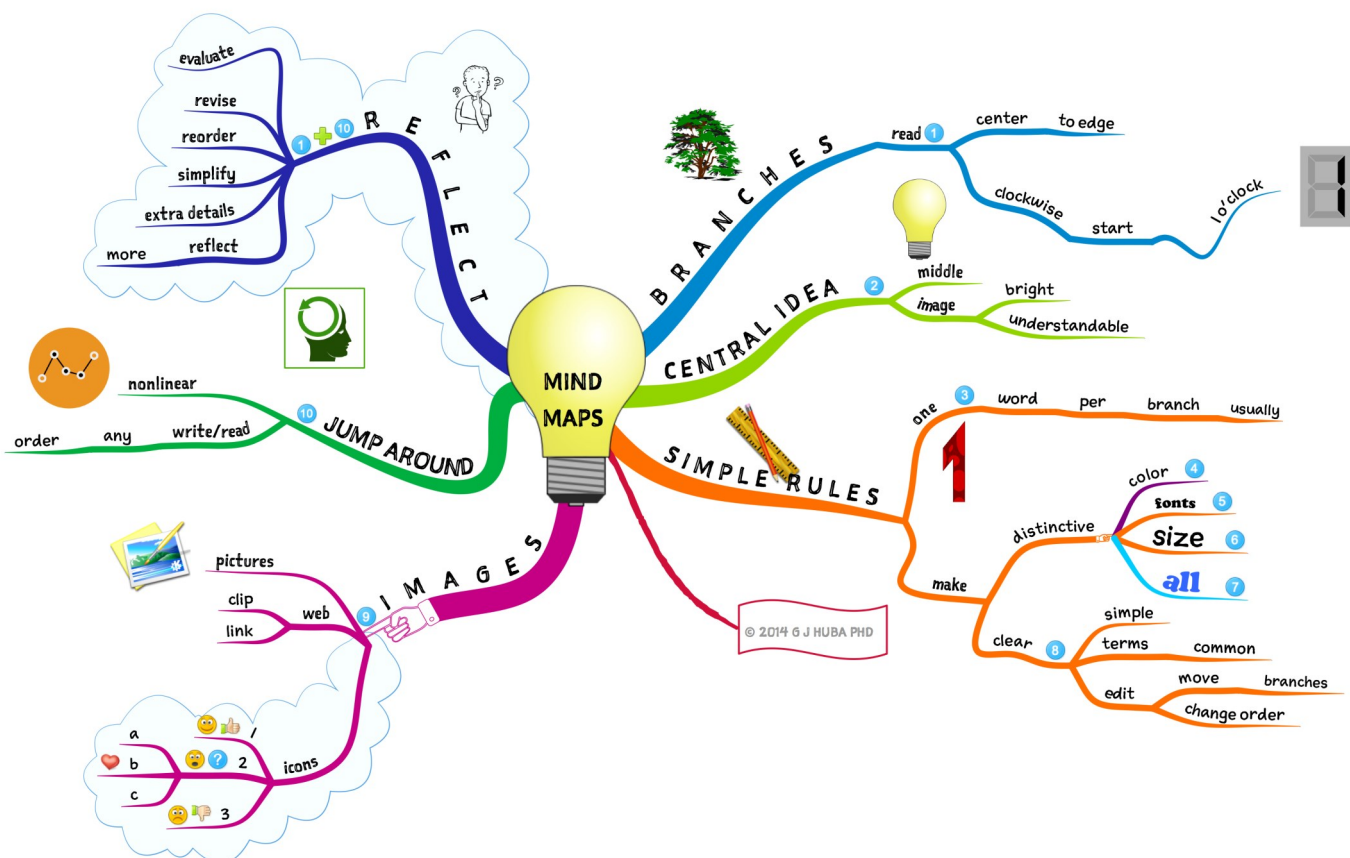
The Cornell Notes system is a note-taking system devised by Walter Pauk, an education professor at Cornell University. It is a proven method that establishes a more effective learning process.

It is designed to help the user think and reflect upon the notes they have made as well as making them more useful for revision purposes.

Please [click here](#) to watch a video that explains how to take Cornell Notes properly.

## Mindmaps

One really useful way of taking notes for Digital Media is using mindmaps. This is because Digital Media has so many interlinking theories and ideas. Try and practise using mindmaps for taking notes. You can use images and colour coding to help you make connections between concepts as well.





## REVIEW / REVISE

For most people Digital Media is a new course so no revision is technically possible. However, it would be useful to familiarise yourself with key concepts and terminology before we start as you'll find that you already know quite a bit.

The best place for this is [BBC bitesize revision pages for GCSE Media Studies](#). The Digital Media course is very different but the underlying concepts and ideas are the same.

There is also a more detailed, in depth page [here](#) that is worth looking at.

**NETFLIX**



**SONY**

 **Meta**

One of the key concepts we look at is media institutions. How much do you know about the companies above? What do they do? What do they make? Who else do they own?





# LISTEN TO

There are a multitude of podcasts out there on a variety of issues regarding Digital Media. The ones we've selected use examples that can be transcribed to the Digital Media course. One of the keys to success in Digital Media is the idea of 'reading around the subject'. This means that you watch/listen/read articles and programmes that while not directly related to the syllabus will give you a wider knowledge of the concepts and ideas that we do discuss.

The following are all excellent examples of reading around the subject and you may find that some of these come in handy for an exam question that asks you for examples. Click on the tiles to listen to them.

## 1. The Media Show: World Shuts Down, Media Step Up

The Media Show is a podcast created by the BBC and broadcast on Radio 4. This episode explores how new media has stepped up in the time of lockdown and asks if Esports can fill the void of live sports. Make notes particularly on the rise of esports. What are they? Who plays them? Why are they so popular? Are players media audiences or media producers?



## 2. Let's Talk About Tech

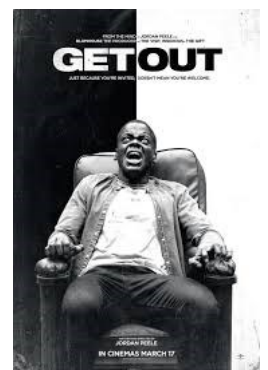
One of the main issues we explore is the effects of different forms of digital media on people who use them, from Instagram to Fortnite. This little clip here explores one person's approach to their son playing Fortnite. What do you think of the solution he came up with? Can you think of any problems with it? Do you have a better solution to his dilemma?



## 3. The BBFC Podcasts

These are great [podcasts](#) to subscribe to as they cover many issues that will be of great relevance to Digital Media. For example, [this episode](#) explores the need for an 18 age rating for films while [this one](#) discusses how to classify horror films that are more psychological than gory, using the films *Get Out* and *It Follows* as examples.

Try to get in the habit of making quick notes of key points when you listen to podcasts.







# READ

Due to the changing nature of Digital Media, as soon as a textbook is published, it is out-of-date; for that reason, we don't tend to use textbooks. Instead, we will use blogs, newspaper and magazine articles online as they tend to capture a moment and a mood far better than a textbook does. Plus, their links are interactive!

The following are just some examples of the sort of articles you can find online that will be very important to Digital Media.

## 1. Springboard Blog

Here is a very useful blog that serves as a nice introduction to both different types of Digital Media and the careers open to you in Digital Media. Make notes on the different career options and types of digital media these careers can apply to.

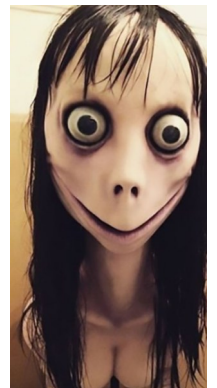


## 2. How Coronavirus helped TikTok find its voice

One of the important aspects of Digital Media is how quickly things can change. This article explores how TikTok was able to build on popularity while people were in lockdown due to the coronavirus, and is a good way of showing how the success of Digital Media is driven by its audience. Can you summarise the article in five key points?

## 3. The Atlantic—Momo Challenge Hoax

One of the key questions behind Digital Media is about how much power and influence media has and whether this can be a good or a bad thing. The moral panic last year surrounding the Momo doll challenge would not have happened without Digital Media and, crucially, older people not understanding how new media works. This article is a good introduction to a key case study in the course. Make notes on what a moral panic is and how the momo doll panic went viral. What role did social media and the internet play?



## 4. Travis Scott Fortnite

We are always on the look out for new innovations in digital media and new ways that media producers can reach audiences. In a time when musicians are limited in their opportunities to reach audiences in traditional ways there is plenty of innovation out there, from using TikTok or Instagram to this example [here](#): a Travis Scott concert in Fortnite that was viewed by 12m people!



# RESEARCH

1. Choose your favourite video game, film, or television programme. Do some research into the following:

- Who produced and distributed it?
- How much did it cost?
- Who is the key target audience for your text?
- How did it find its audience?
- How popular/successful was it?
- Why was it so popular/successful?

Display your findings on a Prezi or Powerpoint presentation.



2. Now watch one of your favourite music videos. Make notes on how they use the following techniques:

- Camera position
- Character movement/expression
- Setting/background
- Lighting
- Camera Movement
- Character costume
- Props
- Colour scheme





# COMPLETE

In this section, think about your own media consumption and complete the exercises.

## Complete a digital media diary

Over a week try and take note of how much time you spend using digital media and then answer these questions:

- How many different types of digital media do you use? (Television, internet, smartphone, games console etc.)
- How many hours a day on average do you spend using digital media? Include social media, film, TV, websites, apps etc.
- What benefits of using digital media did you see?
- What potential harm/problems did using digital media bring?
- What type of media do you use the most? What would you miss the most?



## Apps / Social Media Use

Make a list of all the different apps/social media you might use in a week. Include things like spotify, twitch, iplayer, netflix , prime etc. Can you find at least one advantage and one disadvantage from using each of these? It may be the disadvantage is not for you but for the producers (for example spotify pays artists a fraction of a penny for each listen so bands/singers make no real money from it). Try and find at least ten different apps/social media sites to analyse and think about.





# APPENDICES / RESOURCES

## Course Links

### OCR Cambridge Technicals in Digital Media

Above is a link to the course handbook. The links below take you to the course guides for each individual unit.

Unit 1 - [Media products and Audiences](#)

Unit 2 - [Pre-production and Planning](#)

Unit 3 - [Create a Media Product](#)

Unit 20 - [Advertising media](#)

Unit 22 - [Scripting for Media Products](#)

Unit 24 - [Cross Media Industry Awareness](#)



### Past Papers and Mark Schemes For Units 1 and 2

Perhaps the most important resource for the whole course! Click on the link above to access all the past papers with examiners reports and mark schemes for the exams.

Examples of candidate exemplars for the coursework modules will be placed on Sharepoint.

### Textbook

There is a textbook for the course but it is by no means compulsory. If you do wish to purchase it, it will provide an invaluable resource for revision.

